

INDIAN RECORD KEEPING—OGLALA SIOUX ROSTER

INDIAN RECORD KEEPING—LONE DOG’S COUNT: A 70-YEAR CALENDAR OF THE DAKOTA NATION

INDIAN RECORD KEEPING—BATTLE OF THE LITTLE BIGHORN

SOCIAL STUDIES, GRADES 4-6

Charts: Indian Record Keeping—Oglala Sioux Roster (color)
Indian Record Keeping—Lone Dog’s Count: A 70-Year Calendar
of the Dakota Nation (color)
Indian Record Keeping—Battle of the Little Bighorn (color)

Level 4 Standards: 6040-01: 02
Level 5 Standards: 6050-01; 02; 03
Level 6 Standards: 6060-01; 02; 03

OBJECTIVE: The student will be introduced to alternative ways of record keeping used by the Sioux Indians.

ESSENTIAL QUESTION 1: Why is learning about Indian record keeping important for the students?

ASSESSMENT EVIDENCE

Compare the map of the Little Bighorn Battlefield and the surrounding area to a current map of the area. Do they look the same?

Students can compare Long Dog’s winter count calendar to a current calendar of the past years (1800-1870). How did non-Indians record important events?

How do we record important events in our lives today? Where did our current calendar come from?

LEARNING STRATEGIES

The students will learn of the Battle of the Little Bighorn from a teacher presentation, using the charts as visual displays, and will be given an opportunity to write a short version of the battle using the Indian drawings.

Discuss how the Cheyenne and Sioux won that battle and how this action increased pressure on the U.S. government to move Indian tribes onto reservations. Ultimately, this battle changed the American Indian way of life.

Students will begin a journal to record weekly events, either by words or by symbols. During Class, students may design a crest or symbol for their name and display it.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Indian Record Keeping—Oglala Sioux Roster (color)
Indian Record Keeping—Lone Dog's Count: A 70-Year Calendar of the Dakota Nation (color)
Indian Record Keeping—Battle of the Little Bighorn (color)

Level 7 Standards: 6100-01; 02
Utah Studies

Level 8 Standards: 6120-01; 02
United States History

OBJECTIVE: The student will evaluate the necessity for record keeping and how the American Indians recorded events and time without an alphabet.

ESSENTIAL QUESTION 1: Why did Indians keep records of important events even though they did not have anything like paper and pencils?

ASSESSMENT EVIDENCE

What tribe of American Indians was the first to develop an alphabet? Who was the inventor of the Cherokee alphabet?

Discuss the importance of the Battle of the Little Bighorn. While a victory for the American Indian at the time, in reality it was a loss for all western tribes. Reservation life became a reality soon after.

Have class presentation on the progress and status of Indian tribes up to the present. What barriers have the American Indians encountered?

LEARNING STRATEGIES

Explain the concept the Sioux used in giving names, and how each name had a special meaning and was often descriptive. Make comparisons to the naming practice we use today. Use nicknames that students give one another as examples.

Discuss some of the reasons for giving nicknames. Do nicknames often stick with individuals throughout adulthood?

Discuss cultural ceremonies in the naming process. Tribes have elaborate ceremonies. We give babies names at birth; do we change them any other time – baptism, confirmation, adulthood?

Have a class discussion on the importance of record keeping. The Sioux used symbols because they did not have a written language. Tribal historians kept oral history.

How do we keep records today? Discuss record keeping in our country and other countries today.

Explore the meanings of symbolism as opposed to the written form of communication. How are they similar? Different?

At marriage, the woman takes the man's name in our society. In the Indian tribes, women keep their names. In the Hispanic culture, women keep their names, and men use both their mother's and father's last name—for example, Pedro Hernandez (father's name) Rivera (mother's last name).

RESOURCES

(Additional resources may be found listed at the end of the Guide.)

Books: Sandoz, Mari. *These Were the Sioux*. Del Publishing Co., 1971.

Standing Bear, Luther. *Land of the Spotted Eagle*. University of Nebraska Press: Lincoln, 1978.



SOCIAL STUDIES, GRADES 9-12

Charts: Indian Record Keeping—Oglala Sioux Roster (color)
Indian Record Keeping—Lone Dog's Winter Count: A 70-Year Calendar of the Sioux Nation (color)
Indian Record Keeping—Battle of the Little Bighorn (color)

Level 9-12 Standards: 6200-01; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVE: The student will evaluate the American Indians' cultural traditions and values and compare them to the students' culture, traditions, and values.

ESSENTIAL QUESTION 1: Why did the explorers and early settlers and pioneers not honor or respect the cultural traditions and values of the Indian tribes?

ASSESSMENT EVIDENCE

Have class presentations on family traditions/values and community values, answering the following questions:

- Do values change? If so, what conditions create value change?
- Discuss cultural value differences and similar cultural values.

Compare the American Indian value of “giving or sharing.” This is prevalent in all tribes, even today. Is this value common to all societies?

Are one society's values better than another society's?

LEARNING STRATEGIES

Using the three charts as visual aids, the teacher can explain the naming used by the Oglala Sioux. The names were descriptive, often relating to animals or reflective of an event or deed in the individual's life or an event which was spiritual in nature (e.g., #23, the Bear Spares Him).

- Discuss the fact that most Indian tribes have descriptive names.
- Discuss the fact that in translating names from the tribal language to English, often the meaning of the name was distorted.
- Discuss with students their family names and how other cultures name children.

Discuss culture (i.e., a group of people sharing the same dress, food, religious beliefs, behaviors, etc.). Reflect that every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within the society.

RESOURCES

(Additional resource materials may be found listed at the end of the Guide.)

Book: Standing Bear, Luther. *Land of the Spotted Eagle*. University of Nebraska: Lincoln, 1978.

